1907

Bridgewater State Normal School. Massachusetts. 1906-1907. Terms 148 and 149 [Catalogue]

Bridgewater State Normal School

STATE NORMAL SCHOOL.

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

1906-1907 : : : : : Terms 148 and 149

BOSTON
WRIGHT AND POTTER PRINTING COMPANY
STATE PRINTERS, 18 POST OFFICE SQUARE
1907

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The State Board of Publication

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

HIS EXCELLENCY CURTIS GUILD, JR.
HIS HONOR EBEN S. DRAPER.

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NELLIE M. BENNETT, Grade VI.
JENNIE BENNETT, Grade V.
MYRA E. HUNT, Grade IV.
MARY L. PERHAM, Grades III., IV.
SARAH W. TURNER, Grade III.
ANNIE L. SAWYER, Grade II.
FLORA M. STUART, Grade I.

KINDERGARTEN TRAINING DEPARTMENT.

ANNE M. WELLS, PRINCIPAL. FRANCES P. KEYES, ASSISTANT.

* Leave of absence. † Substitute.

[Figures in light face indicate no session.]

. . . 1907 . . .

JANUARY.

S	M	T	W	Th	F	S
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JANUARY.

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SEPTEMBER.

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OCTOBER.

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NOVEMBER.

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DECEMBER.

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CALENDAR FOR 1907-1908.

		1907.
First term ends	Friday night	February 1.
Second term begins	Monday morning	February 4.
Spring recess begins	Friday night	March 22.
Spring recess ends	Monday night	April 1.
Public graduation	Tuesday	June 25, 10 A.M.
First entrance examination	Thursday and Friday	June 27 and 28, 9 A.M.
Second entrance examination	Tuesday and Wednesday	September 10 and 11, 9 A.M.
School year begins	Thursday	September 12.
Thanksgiving recess begins	Tuesday night	November 26.
Thanksgiving recess ends	Monday night	December 2.
Christmas recess begins	Friday night	December 20.
Christmas recess ends	Monday night	December 30.
		1908.
First term ends	Friday night	January 31.
Second term begins	Monday morning	February 3.
Spring recess begins	Friday night	March 20.
Spring recess ends	Monday night	March 30.
Public graduation	Tuesday	June 23, 10 A.M.
First entrance examination	Thursday and Friday	June 25 and 26, 9 A.M.
Second entrance examination	Tuesday and Wednesday	September 8 and 9, 9 A.M.

MODEL SCHOOL.

		1907.
School year ends	Monday night	June 24.
School year begins	Tuesday morning	September 10.
		1908.
School year ends	Monday night	June 22.
School year begins	Tuesday morning	September 8.
Recesses	Same time as normal school.	

NOTE. — Candidates who take the examination in September should come prepared to stay. Accommodations during the time of the examinations may be had at Normal Hall. For information concerning the school, address the principal at Bridgewater.

The telephone call of the school is "2-3;" the telephone call of the principal's residence is "2-2."

STUDENTS.

FOR THE YEAR BEGINNING SEPT. 13, 1906.

SPECIAL COURSE.

1905.

Palmer, Jasper Thomas	Teacher	Lynn.
Smith, Mrs. Estelle Howes	Teacher	Everett.

1906.

Newell, Lewis Winslow	Tufts College	Salem.
Whalen, Leonard Stanislaus *	Boston College	Dorchester.
Barber, Jessie Perry	Wittenburg College	Springfield, O.
Battles, Edith Howard	Smith College	Brockton.
Martel, Marie Evangeline	Boston University	Weymouth.
Moore, Sara Elizabeth	Mount Holyoke	Gardiner, Me.
Smith, Eunice Dewey	University of Vermont	Barre, Vt.
Bills, Lizzie Martha	Teacher	Auburndale.
Broughton, Leila Emeline	Teacher	South Portland, Me.
Bryant, Josephine	Teacher	Boston.
Haskell, Sarah Persis	Teacher	Southbridge.
Lockwood, Neva Ione	Teacher	St. Johnsbury, Vt.
Mason, Martha Jane	Teacher	Hingham.

Men, 3; women, 12.

REGULAR COURSE.

Boyden, Edward Allen	Bridgewater	Entered 1903.
Guindon, Frederick Alphonsus	South Boston	" "
McDonald, Leander Allan	South Boston	" "
Waldron, Chauncey Worcester	Hyde Park	" "
Hallinan, Mary Eleanor	East Whitman	" "
McCue, Marie Eliza	Randolph	" "
Newton, Louise Howard	South Easton	" "
Francis, George Cleveland	Truro	" 1904.
Gammon, George Weston	South Braintree	" "
O'Flaherty, Daniel Vincent	South Boston	" "
Randall, Edward Dwight	Whitman	" "
Studley, Arthur Irvin	West Hanover	" "
Weber, Charles Augustus A.	South Boston	" "
Boynton, Rayetta Fletcher	East Pepperell	" "
Cooke, Caroline Vaile	Lowell	" "

* Present first term.

Fish, Mary Evelyn	Abington	Entered	1904.
Peirce, Gertrude Farnum	Brockton	"	"
Ward, Anna Baker	Somerville	"	"
Ames, Edward Wesley	South Easton	"	1905.
Frahar, Charles Francis	Whitman	"	"
Pickett, Thomas Aquinas	Bridgewater	"	"
Prario, Henry Trenton	Quincy	"	"
Spooner, William Alfred *	New Salem	"	"
Wheeler, Clarence Arthur	Rockland	"	"
Allen, Miriam Clifton	East Freetown	"	"
Baker, Helena Belle	Marshfield	"	"
Chamberlain, Lillie Mae	Brockton	"	"
Copeland, Inez Bidwell	Brockton	"	"
Gleason, Marian Elizabeth	Kingston	"	"
Long, Mary Veronica	North Easton	"	"
Rounds, Edith Maria	East Baldwin, Me.	"	"
Small, Ruth Addison	Whitman	"	"
Walker, Bessie Marie †	Brockton	"	"
Williams, Adaline Sybil	Raynham	"	"
Chapman, William Harden	East Brewster	"	1906.
Fox, Charles James	Roxbury	"	"
Parker, Martin Pratt	Abington	"	"
Tubman, Benjamin Sanford	North Brewster	"	"
Beal, Norma Leslie	Rockland	"	"
Magee, Mary Elizabeth	Taunton	"	"
Pillsbury, Evelyn Bertha	Malden	"	"
Teague, Ida Etta	Worcester	"	"
Turner, Edith Colman	Assinippi	"	"
Waugh, Edith Lucy	Whitman	"	"

Men, 20; women, 24.

INTERMEDIATE COURSE.

Flanders, Galen Waldron †	South Boston	Entered	1903.
Allen, Lillian Bartlett	Fairhaven	"	1904.
Chapman, Lucy Harriet	East Brewster	"	"
Cooper, Agnes Mary	Brockton	"	"
Gammons, May Agnes	Bridgewater	"	"
Handy, Mabel Louise	West Bridgewater	"	"
Kennedy, Mary Anne	Plymouth	"	"
Kinney, Abby Rosetta	Brockton	"	"
McNamara, Josephine Veronica	Taunton	"	"
Phillips, Florence May	North Abington	"	"
Pratt, Helen Maria	Taunton	"	"
Shea, Agnes Winifred	Whitman	"	"
Sweeney, Johanna	South Dartmouth	"	"
Willoughby, Violet Adah	Edgartown	"	"
Woodbury, Nettie Maude	West Bridgewater	"	"
Houghton, Leroy Kingsbury	East Bridgewater	"	1905.
Ames, Edith Macomber	Bridgewater	"	"
Durand, Mabel Ethel	New Bedford	"	"
Foster, Leona Marjorie	West Duxbury	"	"
Hatch, Marion Ida	Whitman	"	"

* Present second term. † Present first term.

Hawkes, Annette Kaercher *	Wareham	Entered 1905.
Hennigar, Lucy Leah	Wollaston	" "
Hopkins, Lydia Sara	East Brewster	" "
McKinnon, Ida Sarah	Whitman	" "
Merritt, Sadie Eunice	Bridgewater	" "
Sides, Alice May	North Hanover	" "
Bloomstrand, Jessie Linda	Campello	" 1906.
Donovan, Margaret Ann	Abington	" "
Farren, Jane	Bridgewater	" "
Hallett, Marcia Murdock	Osterville	" "
Huston, Olive Louise	Quincy	" "
MacDonald, Elizabeth	Bridgewater	" "
Matheson, Sarah Mae	Provincetown	" "
Morse, Edna Louise	Brockton	" "
Shaw, Dorothy	Middleborough	" "
Simmons, Marion Louise	Kingston	" "
Smith, Mary Olive	East Walpole	" "
Soverino, Edith Frank	Fall River	" "
Sullivan, Irene Mary	Boston	" "
Turner, Stella Ellen	West Bridgewater	" "
Wood, Florence Davol	Brockton	" "

Men, 2; women, 39.

KINDERGARTEN COURSE.

Brackett, Anne Louise	Cambridge	Entered 1904.
Davis, Ruth Etta	Taunton	" 1905.
Jones, Emma Frances	South Boston	" "
Low, Charlotte	Chelsea	" "
Lester, Beulah Nina	Worcester	" 1906.
Philbrook, Jessica Turner	Ashby	" "

Women, 6.

ELEMENTARY COURSE.

ENTERED 1904.

Brooks, Edith Frances	West Hanover.
Coyle, Elizabeth Veronica *	Fall River.
Daley, Nellie Gertrude *	Taunton.
Dorr, Annie Mabel *	No. Middleborough.
Fennelly, Edna Anthony	Fall River.
Fitzgerald, Lillian M.	Abington.
Galvin, Della Evelyn *	Spencer.
Gardner, Ethel Earle *	West Hanover.
Gile, Alice Florence *	Haverhill.
Hayes, Elizabeth Gertrude	Bridgewater.
Huxley, Hazel *	Bridgewater.
Kapples, May *	Quincy.
Keene, Mabel Gibson *	Bourne.
Kelley, Georgiana Hopkins *	Braintree.
Larkin, Katherine Theodora *	Quincy.
Reardon, Anna Gertrude *	Quincy.

* Present first term.

Sherman, Ella Frances *	Fairhaven.
Snow, Jennie	South Wareham.
Tinkham, Grace Andrews *	No. Middleborough.
Ward, Sara Duncan	Quincy.
Webb, Alice Eliza	Quincy.
Woodward, Anna Lloyd *	Quincy.

Men, 0; women, 22.

ENTERED 1905.

Almond, Mary Katherine	New Bedford.
Anderson, Grace Olivia	Concord, N. H.
Atwood, Lucy Hawks	Bridgewater.
Blacklock, Annie Louise	Quincy.
Brady, Mary Louise	Taunton.
Bunker, Lilla May	Taunton.
Burnell, Daisy Freeman	Gorham, Me.
Carter, Kathryn	Pepperell.
Cervi, Beatrice Isabelle	Cambridge.
Connell, Joanna	Weymouth.
Copeland, Marion Carter	South Somerset.
Coughlan, Katherine Marie	Quincy.
Coughlin, Katherine Agnes	Spencer.
Cox, Abby Cecilia	Gardner.
Coyle, Eleana Frances	Taunton.
Craig, Annie Miller	Milton.
Cushman, Julia Rogers	Ellsworth, Me.
Dunbar, Sara Retta	Brockton.
Estes, Bertha Frances	North Weymouth.
Fowler, Hilma Alice	West Bridgewater.
Fuller, Lillian Maude	Scotland.
Galligan, Anna Veronica	Quincy.
Griffin, Edna Corinne	Stoughton.
Harvey, Lillian Louisa	Fall River.
Holmes, Edith Mae	Swansea.
Igo, Alice Margaret	Quincy.
Kennedy, Mary Alice	Randolph.
Kirmayer, Bertha Marie	Bridgewater.
Kirmayer, May Philimena Aloysia	Bridgewater.
Lawton, Edna Beatrice	Taunton.
Leonard, Fannie Grace	East Raynham.
Macdonald, Laura Maude	Dorchester.
March, Nellie Ethel	Winthrop.
McAuliffe, Nellie Frances	Randolph.
McCormick, Helen Frances	Taunton.
Reed, Esther Violet †	Campello.
Richardson, Marion Irving	Winthrop.
Riley, Mary Cecilia	New Bedford.
Silsby, Glenn Wilder	Littleton, N. H.
Sweeney, Ilene Augusta	North Abington.
Sweeney, Margaret Ellen	Quincy.
Watson, Marion Gardner	Haverhill.
Webster, Beatrice	Waltham.

* Present first term. † Present second term.

Webster, Frances Emma *	Allston.
Wilson, Mabel Sophia	Springfield.
Woods, Caroline Barrett	Springfield.

Men, 0; women, 46.

ENTERED 1906.

Anderson, Elizabeth Grace	Ware.
Anthony, Elizabeth Mary	Boston.
Ayer, Helen Gertrude	Winchester.
Ballou, Maude Gerring	Winthrop.
Bayley, Helen Edith	Braintree.
Blanchard, Elsie Isabel	South Weymouth.
Bradford, Hattie Oraville	Rockland.
Bragg, Caroline Louise	Braggville.
Bunker, Grace Mildred	Oak Bluffs.
Carr, Mary	Taunton.
Chatfield, Hazel Ella Fletcher	Bridgewater.
Codding, Grace Amber	Bridgewater.
Cook, Mabel Lillian	Mattapan.
Corey, Marion Estelle	Wollaston.
Corwin, Ida Mae	Indian Orchard.
Coyle, Mary Anastasia	Quincy.
Crocker, Margaret Ellingwood	Braintree.
Daley, Etheldreda Mary	New Bedford.
Duane, Abigail Madeline	West Quincy.
Duggan, Marie Josephine	Atlantic.
Duncan, Helen Frances	East Milton.
Ellis, Alice Davy	Provincetown.
Flieger, Gladys	Winthrop.
Flint, Lucretia Webster	Lowell.
Glines, Lottie Isabelle	Haverhill.
Gove, Margaret Emma	Boston.
Grovenor, Edith Bancroft	South Hingham.
Gurney, Ida Benson	Marion.
Harding, Elizabeth Dale	Oak Bluffs.
Joy, Isabel Winslow	Nantucket.
Kapples, Anastasia	Quincy.
Keating, Teresa Helen	West Quincy.
Kelly, Mary Cecilia	Milford.
King, Elizabeth Gertrude Ellwood	Fall River.
Leonard, Blanche Arleen	Taunton.
Long, Agnes Mary	Nantasket.
Lowd, Marion Dorothy	Andover.
Lynch, Mary Irene	Melrose.
Mahoney, Julia Esther	North Brookfield.
Mahoney, Mary Louise	East Walpole.
Marshall, Ann Laura *	Milton.
Matheson, Mary William	Provincetown.
McDowell, Grace	East Braintree.
McIntosh, Florence Elsie	Wellesley Hills.
Mello, Helen Annunciata	Fall River.
Murray, Mary Gordon	Quincy.

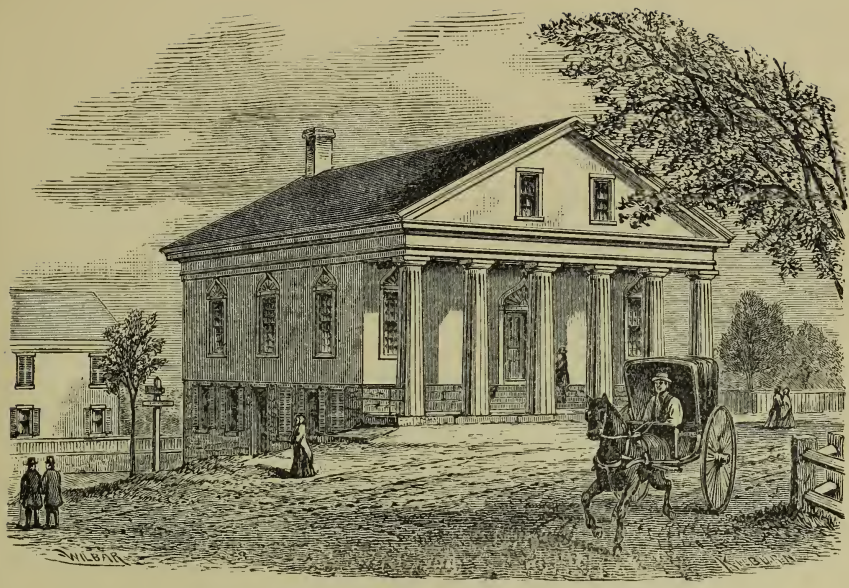
* Present first term.

Nickerson, Elva	East Dennis.
Nuttall, Nina Belle	Fall River.
O'Malley, Julia Ellen	St. Johnsbury, Vt.
Page, Bessie Nadine	Plympton.
Pommer, Alma Louise	Hyde Park.
Reardon, Agnes Elizabeth	North Abington.
Reynolds, Elizabeth Margaret	Canton.
Reynolds, Mary Agnes	Canton.
Rhodes, Mary Eugenia	Waltham.
Rodgers, Inez Mitchell	Provincetown.
Rodman, Edith May	New Bedford.
Rogers, Muriel Angell	Quincy.
Sandison, Annie	West Quincy.
Shirley, Jessie Orr	Quincy.
Shortall, Margaret Teresa	Abington.
Sickels, Vera Abigail	Nantucket.
Simmons, Mildred Leslie	Dighton.
Smith, Lela Isabelle	Quincy.
Snow, Julia Frances	East Dennis.
Symmes, Ruth Stowell	Winchester.
Tilden, Maude Douglas	Cohasset.
Tisdale, Martha Louise	Canton.
Tourtellotte, Ruth Adams	Hyde Park.
Treat, Louise Jackson	Medford.
Victory, Catherine Craig	Abington.
Ward, Alice Marl	Middleborough.
Whiting, Ruth Pride	East Dedham.
Whitman, Alice Whilena	Winthrop.
Williams, Flora Belle	Cohasset.
Wood, Ada Lorena	Winthrop.

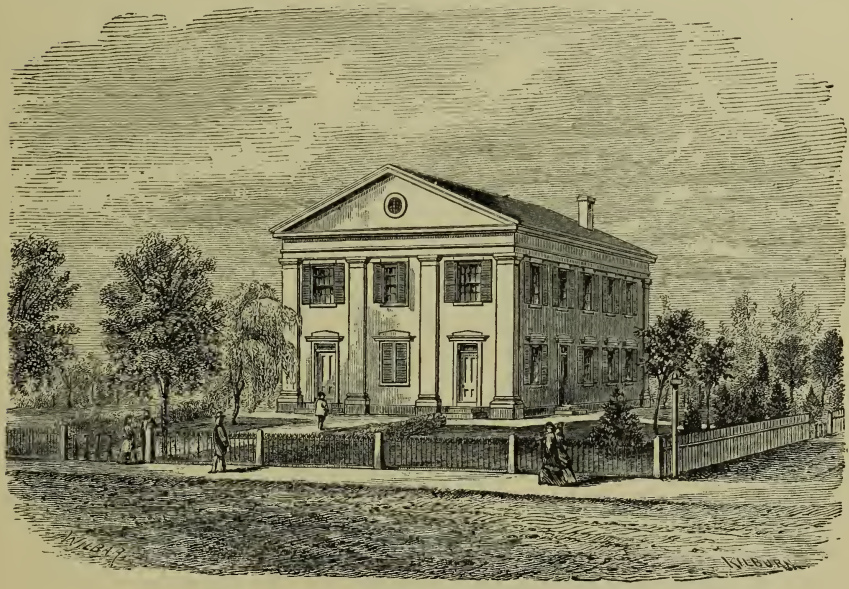
Men, 0; women, 76.

SUMMARY.

	Men.	Women.	Total.
Special course	3	12	15
Regular course	20	24	44
Intermediate course	2	39	41
Kindergarten course	–	6	6
Elementary course: —			
Class entering 1904	–	22	22
Class entering 1905	–	46	46
Class entering 1906	–	76	76
Number for the year	25	225	250
Number admitted this year	6	110	116
Whole number admitted to the school	1,359	4,259	5,618
Number graduated last year	7	91	98
Whole number of graduates	905	2,817	3,722
Number of graduates from four years' course	162	153	315
Number enrolled in the model school	212	234	446



Old Town Hall, Home of the School the First Six Years



The First State Normal School Building in America.
Erected in Bridgewater, Mass., in 1846.

Historical Sketch.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise ten thousand dollars for the erection of new buildings for this school. The towns of Abington, Wareham, Plymouth, Duxbury and Marshfield voted to make appropriations for the school from the surplus revenue which had just before been divided by the general government. After vigorous competition it was decided to locate the school at Bridgewater; whereupon some of the towns refused to redeem their pledges, and the funds were not realized. Bridgewater granted to the school the free use of its town hall for three years; the next three years the school occupied the same building at a rental of fifty dollars a year. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. The school was opened Sept. 9, 1840, with a class of twenty-eight pupils, — seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the first State normal school building erected in America.

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation. By his persistent, thorough, self-forgetting and noble work he exerted an influ-

ence that will not cease to be felt among the generations of this Commonwealth. The difficulties which had to be surmounted would have appalled a man of less heroic temperament

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus

The growth of the school is shown by the enlargements made for its accommodation, as follows: –

In 1861 the school building was enlarged, increasing its capacity seventy per cent

In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students and the family of the principal.

In 1871 the school building was again enlarged, increasing its capacity fifty per cent.

In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students.

In 1881 a new building, connected with the rear of the school building, was erected for physical and chemical laboratories.

In 1883 a farm of four and one-half acres was purchased and prepared to receive the sewage of the institution.

In 1886 "Boyden Park" was purchased for out-door recreations

In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of one hundred and fifty thousand dollars. The same year the laboratory building erected in 1881 was converted into Woodward Hall, which accommodates thirty-two students.

In 1894 the school building was enlarged, increasing its capacity fifty per cent, at a cost of seventy-five thousand dollars.

In 1895 Tillinghast Hall, a fine brick building which accommodates seventy-two students, and a steam laundry were erected.

In 1904 the new "Albert Gardner Boyden" gymnasium was built

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. From the beginning students who desired to do so could extend their course through additional terms, taking elective studies. In 1869 the four years' course was introduced, and an inter-

mediate course, including the studies of the two years' course and electives from the advanced part of the four years' course was also provided

The average attendance per term for the first ten years of the school was fifty-three; for the sixth decade it was two hundred and forty-five; and for the last six years, two hundred and fifty-eight

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued.

In 1880, by an arrangement made with the town, the centre district public school near by was made a school of observation for the students of the normal school.

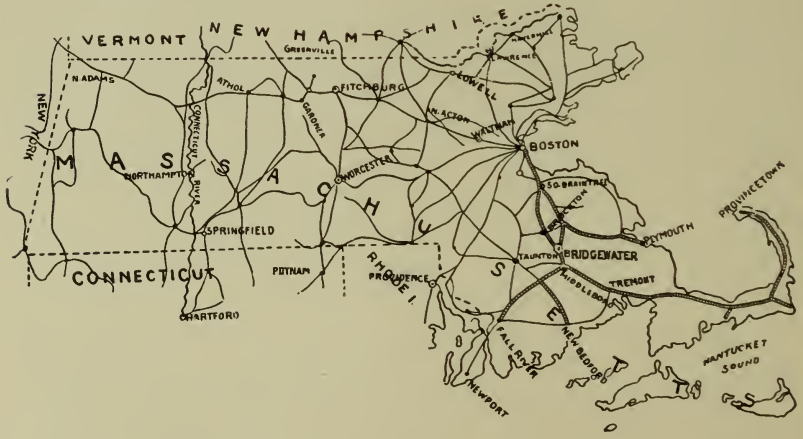
In 1891 the centre district school of the town, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students.

In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners.

In '894 a ninth grade was established in the model school, which took in all the pupils of this grade in the town.

LOCATION.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of about six thousand, is on the Old Colony division of the New York, New Haven & Hartford Railroad, twenty-seven miles south of Boston.



NORMAL SCHOOL BUILDING.

TILLINGHAST HALL. WOODWARD HALL. NORMAL HALL.

BOYDEN PARK.

BUILDINGS AND GROUNDS.

The school building is a massive structure, built in three blocks with narrower connections, thus giving good light and air in all the rooms. It is constructed of red and mottled brick with blue marble trimmings, and has a slate roof. It is eighty-seven feet wide in front, three hundred and fourteen feet in length, and three stories and the basement in height.

In the basement are two lunch rooms, two play rooms with toilet rooms for primary grades, two engine and fan rooms, an engineer's room, a gymnasium, two class rooms, and the industrial laboratory.

On the first floor are a reception room, coat, cloak and toilet rooms, teachers' rooms, the library, a class room for history, class rooms and toilet rooms for kindergarten, first, second and ninth grades, and for the supervisor of practice teaching Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom.

On the second floor are the principal's office and teachers' rooms, the assembly hall, — a large pleasant hall, furnished with reference books and adorned with pictures and memorial tablet, busts of eminent men and portraits of teachers, most of them the gifts of graduates of the school, — a class room for languages, four laboratories for natural science, supplied with extensive collections, with teachers' rooms adjoining, the principal's class room, a class room for English, class rooms and toilet rooms for third and fourth grades.

On the third floor are two class rooms for mathematics, a class room for vocal culture, three class rooms for drawing, two physical laboratories and teacher's room, two chemical laboratories and teacher's room, class rooms and toilet rooms for fifth, sixth, seventh and eighth grades. The attic gives ample storage room.

One-third of the building is devoted to the model school, which gives accommodation for four hundred and seventy-five pupils.

In its interior arrangement the building is admirably adapted to its purpose It is one of the best equipped normal school buildings in the country. It is well supplied with water, is heated and ventilated by the "fan system," has a heat-regulating apparatus, an electric time service and an electric light service.

Near by, in the same quadrangle, are the three residence halls, — Normal Hall, Woodward Hall and Tillinghast Hall. The buildings are ten minutes' walk from the railway station. They have a good location near the centre of the village, upon a square three acres in extent, and the view from them is attractive.

The new gymnasium is a fine brick structure, trimmed with dark-blue marble, and has a slated roof tipped with copper. The main part of the building is forty-eight by ninety feet in size; the projection on the front is twenty-four by sixty-four feet, with octagonal towers on the front corners for stairways. The basement story is in two apartments, one for men, the other for women; each has a coat room, lockers, dressing rooms and baths The first floor has the vestibule, corridors, a directors' room, a ladies' retiring room and the gymnasium. The second floor has two meeting rooms on the front, and the gallery with the running track. It is a first-class modern gymnasium, and serves the school not only for physical training, but also for social gatherings, as an audience room, and as a banquet hall for alumni gatherings. It is an important factor in the life of the school.

Boyden Park includes six acres of land just across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other out-door sports, — making an attractive place for healthful recreation. Normal Grove, adjoining the park and including one-half acre, is a fine grove of chestnut trees, affording a delightful summer retreat. South field, just across the street on the south side, includes two acres of level ground for athletic sports.

ADMISSION.

Candidates for admission must declare their intention to teach in the public schools of Massachusetts and to complete the course of study in the school if possible, and must pledge themselves to keep the requirements of the school faithfully. They must, if young men, have attained the age of seventeen years; if young women, the age of sixteen years. Their fitness for admission will be determined as follows: —

PHYSICAL EXAMINATION.

The State Board of Education passed the following vote March 7, 1901: —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher; and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

GYMNASIUM.

MORAL CHARACTER.

Candidates must present a certificate of good moral character. The teacher must have genuine good character. If a person is not qualified to exert a wholesome spiritual influence upon the lives of children, he should not think of becoming a teacher. (See blank at the end of this catalogue)

HIGH SCHOOL RECORD.

Candidates must give evidence of good intellectual capacity. They must be graduates of a four years' high school course of study, or must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a good high school education.

They are required to bring the record of their standing in conduct and scholarship in the high school, signed by the principal. A good record in the high school is one of the best recommendations the candidate can present.

If the work of a good high school course, either the college preparatory or the general course, has been well done, the candidate should have no difficulty in meeting the requirements of the examination in subject-matter.

If the candidate passes a satisfactory examination in a sufficient number of the required subjects to indicate that he is competent to take the course of study in the school, he will be admitted, and the conditions on the other subjects may be worked off as the course proceeds. All conditions must be removed before the beginning of the last term of the course.

GENERAL REQUIREMENT IN ENGLISH.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement, and marked accordingly.

WRITTEN EXAMINATION.

The written examination will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours for each of groups I., II. and IV., and of one hour for each of groups III. and V.: —

I. — Languages.

(*a*) *English.* — The subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

Reading, Study and Practice. — A limited number of books will be set for reading. The form of the examination will usually be the writing of brief paragraphs on each of several topics to be chosen by the candidate from a considerable number set before him in the paper, and the aim will be to test his knowledge of the subject-matter, form and structure, and his power of clear and accurate expression.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed work belongs.

In 1907 and 1908 the topics will be drawn from the following works: —

Shakespeare's *Macbeth* and *The Merchant of Venice*; *The Sir Roger de Coverley Papers* in *The Spectator*; Irving's *Life of Goldsmith*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe* and *The Lady of the Lake*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine* and *The Passing of Arthur*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

Shakespeare's *Julius Cæsar*; Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas*; Burke's *Speech on Conciliation with America*; Macaulay's *Essay on Addison* and *Life of Johnson*.

(*b*) *Either Latin or French.* — The translation at sight of simple prose, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in full or in part on the passage selected

II. — Mathematics.

(*a*) The elements of algebra through affected quadratic equations.

(*b*) The elements of plane geometry, including original work, both with theorems and problems.

III. — United States History

The examination calls for a knowledge of the history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. — Sciences.

(*a*) *Physiology and Hygiene.* — The elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use

(*b*) and (*c*) Any two of the following sciences, — physics, chemistry, botany, physical geography, — provided one of the two is either physics or chemistry. The elementary principles of these subjects, so far as they may be presented in the courses usually devoted to them in good high schools

V. — Drawing and Music.

(*a*) *Drawing.* — Mechanical and freehand drawing, enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also, any one of the three topics, — form, color and arrangement.

(*b*) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation in musical notation of simple melodies or of time phrases sung or played

ORAL EXAMINATION.

The candidate will be required to read aloud. He will also be questioned orally, either upon some of the foregoing subjects or upon matters of common interest to him and the school, at the discretion of the examiners. In this interview the object is to ascertain the candidate's personal characteristics and his use of language, and to give him an opportunity to furnish any evidence of qualification that might not otherwise become known to his examiners.

DIVISION OF EXAMINATIONS.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups : —

II. Mathematics.
III. History.
IV. Sciences.
V. Drawing and Music.

Preliminary examinations must be taken in June

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at the end of this catalogue.)

2. The group known as "I — Languages" must be reserved for the final examinations. It will doubtless be found generally advisable that the group known as "IV. — Sciences" should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important that the work of the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

EQUIVALENTS.

Persons desiring to enter the school, who have had a course of study equivalent to, but not identical with, the high school course, are advised to correspond with the principal Each case will be considered with the purpose to give all the credit that is due.

SPECIAL NOTICE.

All candidates for admission, except those applying for the special courses, are required to take the entrance examination The examinations for admission to the normal schools take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) Private examinations cannot be given

The written papers on languages, mathematics, and history come on the first day of the entrance examinations; the papers on the sciences, drawing and music come on the second day.

New classes are admitted to the normal schools only at the beginning of the fall term.

Persons who propose to apply for admission are requested to notify the principal of their intention as early as possible, and to state whether they desire a room in the boarding hall He will be pleased to answer any inquiries which those who are thinking of coming to the school desire to make Persons who are seeking admission to the special courses are requested to state definitely what their education and teaching experience have been, and to present certificates of good moral character and testimonials concerning their work.

ENTRANCE AND WEST END.

REAR VIEW AND EAST END.

TUITION.

Tuition is free to members of the school who are residents of Massachusetts. The State Board of Education passed the following vote Feb 1, 1900: —

Each pupil from another State than Massachusetts, attending normal schools supported by this State, from and after the beginning of the autumn session of 1901, shall pay at the beginning of each half year session the sum of twenty-five dollars for the use of the school attended, except that in the normal art school the sum paid to the principal at the beginning of the session by each pupil from another State than Massachusetts shall be fifty dollars for each half year.

THE SCHOOL YEAR AND TERMS.

The school year, beginning in September, is divided into two terms of twenty weeks each, including a recess of one week each term, with daily sessions of not less than five hours per day for five days in the week.

There is no session of the school on Saturday. The sessions are from 9.15 A M to 12.10 P M., and from 1.20 P M. to 3.45 P M.

DESIGN OF THE NORMAL SCHOOL.

The function of the State normal school is to educate teachers for the public schools of the State. The State supports its schools for the education of its children; it supports the normal school that its children may have better teachers.

The first requisite in the discharge of its function is that the normal school shall inspire the student with the spirit of the true teacher.

It is vitally important to awaken in the normal student a just appreciation of the work of the teacher: the feeling that he must have the spirit of service, must love his work and love his pupils; that he has a mission which he must accomplish, and that he must come to his pupils, as the Great Teacher comes to men, that they may have life abundantly.

The second requisite is that the normal student shall be carefully led through the educational study of the subjects of the public school curriculum.

In this way he learns how to use each subject in the teaching process, and thereby learns the method of teaching. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them; all the subjects of the normal school are to be studied in their direct bearing upon the teaching process, and also to get a broader view of their scope and meaning.

In the public school the student is a learner, seeking the knowledge of the object and the discipline which comes from right exertion in learning. In the normal school he is a student teacher; he must think the object as the learner thinks it; he must also think the process by which the learner knows, and he must think the means the teacher is to use to cause the learner to take the steps of this process. The study of the subject for teaching is educational study.

The third requisite is that the school shall lead the normal student, after the educational study of the subjects of the school curriculum, through the broader study of man, body and mind, to find the principles of education which underlie all true teaching.

This study is invaluable for its influence "in expanding the mind, enlarging the views, elevating the aims and strengthening the character of the student." It is to be followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education In this analysis the student is constantly referring to his experience in the educational study of subjects for illustrations of the general views he is now discussing.

The fourth requisite is that the normal student shall be led to make a practical study of children, which he should do as fully as possible throughout the course, under intelligent suggestion.

He should have ample observation under intelligent guidance in all the grades of a good public school; and in the latter part of the course, when he has some just conception of the nature and method of true teaching, and when he has become acquainted with his pupils, he should have ample practice in teaching, under such supervision as he needs.

Regular Courses of Study.

THE ELEMENTARY COURSE.

This course includes the study of the principles, the method of teaching, and the educational value of the following subjects: —

Mathematics. — Arithmetic and Book-keeping, Algebra, Geometry.

English. — Reading, Oral and Written Composition, Grammar, Rhetoric, English and American Literature.

Sciences. — The Elements of Physics, Chemistry, Mineralogy, Botany, Zoölogy; Geography, Physiology and Hygiene.

History. — History and Civil Polity of the United States.

Vocal Music, Physical Training, Manual Arts.

The Study of Man, body and mind, for the principles of education; the study of the application of these principles in the art of teaching; school organization and school government; the history of education; the school laws of Massachusetts.

Observation and Practice in the Model School.

The time required for the completion of this course depends upon the ability of the student. It may be completed in two years by an able student, but it should have three years for properly performing the work. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed

The graduates of this course are in quick demand for teaching in primary and grammar grades.

THE INTERMEDIATE COURSE.

This course includes all the subjects of the elementary course, with electives from the advanced studies of the regular course. It meets the wants of those who desire elective studies, and gives opportunity for more extended practice in the model school and a broader preparation for teaching, with better opportunities for employment It requires three years for its completion. A diploma is given upon the satisfactory completion of this course.

THE REGULAR COURSE.

This course, which is a distinct course from the beginning, includes the *maximum* work in the subjects of the elementary course and the educational study of the following subjects: —

Mathematics. — Algebra, Geometry, Analytical Geometry and Trigonometry.

Science. — Physics, Chemistry and Mineralogy, Botany, Zoölogy, Geology, Astronomy.

Language. — Reading, English Literature, Latin and French; Greek and German, as the principal and visitors of the school shall decide.

History. — English and United States History, General History, History of Education, Child Study.

Manual Arts.

This course fits its graduates to teach in grammar or high schools; and not a few, after successful experience in teaching, have become superintendents of schools and teachers in normal schools. A diploma is given for this course when it is satisfactorily completed.

KINDERGARTEN COURSE.

The conditions for admission to this course are the same as for the preceding courses.

This course consists of the study of kindergarten principles and methods, with observation and practice in the kindergarten. It includes, also, the following subjects in the elementary course: —

Geometry, Arithmetic, Botany, Zoölogy, Physiology, English I. and II., Music, Manual Arts, Gymnastics, English Literature, History of Education, and the Study of Man.

Students well prepared to enter upon the kindergarten course may complete it in two years. A three years' course is necessary to fit one for both the kindergarten and elementary grades.

Diplomas are given to those who have satisfactorily completed this course.

COURSES FOR COLLEGE GRADUATES.

The course of study for two years is as follows: —

Required Subjects. — The Study of Man, for the principles of education; the Art of Teaching, School Organization, School Government; History of Education; School Laws of Massachusetts; and Child Study.

Elective Courses. — The principles and method of teaching the following subjects: —

Language. — English, French, German, Latin and Greek.

Mathematics. — Arithmetic, Algebra, Geometry, Analytical Geometry, and Trigonometry.

Science. — Chemistry, Physics, Astronomy, Physical Geography, Geology, Mineralogy, Botany, Zoölogy, Physiology.

History. — English and United States History, General History.

Vocal Music, Physical Training, Manual Arts.

Graduates may, with the approval of the principal of the school and the Board of Visitors, select from the above curriculum of study a course which may be completed in *one year*, and for such a course a certificate will be given.

The work is adapted to the special needs of the class All the facilities of the normal and model school are available. The graduates from this department have all found good positions.

SPECIAL COURSES FOR TEACHERS.

Teachers of five years' experience who bring satisfactory recommendations, may, with the consent of the principal and the Board of Visitors, select a course from the following studies: —

HISTORY LIBRARY.

PEDAGOGICAL LIBRARY.

Required Subjects. — First term, — The Study of Man, School Laws of Massachusetts. Second term, — History of Education, Child Study.

Elective Courses, wholly or in part: —

Mathematics. — Arithmetic, Book-keeping, Geometry, Algebra, Advanced Mathematics.

Science. — Mineralogy, Botany, Zoölogy, Physiology, Physiography, Geography, Geology, Astronomy, Chemistry, Physics.

English. — Reading, Grammar, Rhetoric, Composition, Literature.

History. — English and United States History, General History.

Classics and Modern Languages.

Vocal Music, Physical Training, Manual Arts.

The entrance examination is not required for admission to special courses. A certificate is given for a course of one year; for a two years' course a diploma is granted. Graduates of these courses have been in quick demand.

Graduates of normal schools may select a post-graduate course of one or two years, including the Study of Man.

Prompt and regular attendance is required of special students as well as of those in the regular courses.

THE MANUAL ARTS.

The course in the Manual Arts purposes: (1) To cultivate appreciation and the power to discover the beautiful in Nature and in the work of the craftsman. (2) To give opportunity for the development of the creative power of the student through construction and decorative design. (3) To enable the student to acquire some skill in the technique of drawing and in the construction of objects from the more important materials used in the industries.

Appreciation, creative power and skill are acquired through the study of construction, enrichment, and pictorial effects. Construction — the study of the best methods of making objects — and enrichment — the study of the harmonious decoration of the same, — introduce the student to the industries. Objects are made in the most important of the following materials: clay, cord, grasses, paper, cardboard, textiles, leather, metals, wood. This implies a knowledge of the origin of the material, its refinement for the market, and the commercial value of the product. For each object the student makes his own design, both for the form of the object and for its decoration.

Construction of materials in wood includes practical training in the construction, with wood-working tools, of objects and appliances of use in the school and the home. The course in the workshop includes instruction in the make-up, care and use of tools; a study of wood and hardware,

to insure intelligent selection of materials on the basis of cost and adaptation to the purpose; a study of models, working drawings and specifications, to get clear ideas of the objects to be made and the order of procedure; invention and the making of independent drawings, to promote individual initiative, discover aptitude and develop taste; and construction at the bench, to conquer difficulties, train the hand and give honest expression to the ideas.

The study of pictorial effects develops an interest in the elements of a picture: form, value, color, perspective, composition, light and shade, textures. It gives power to express these elements in silhouette, outline, and light and shade, by means of the crayon, brush, pencil, pen and charcoal.

Range of Studies in the Elementary Course.

FIRST YEAR, FIRST TERM.—JUNIOR 1.

Elemental Psychology, so long as is necessary to indicate distinctly the principles and the method of the teaching in the school.

Mathematics. Elementary Geometry, 4.*—The analysis of the subject to show what it includes The derivation of definitions from objective illustrations, to teach observation, expression and logical division. The demonstration of propositions by syllogisms. Practice in original demonstration. Application of geometry to practical life. Study of the method of teaching geometry, and review of problems of construction, in preparation for grammar school work.

Science. Physics, 4. — Qualitative study of all divisions of the subject, for acquaintance with principles, for training in the use of principles in the interpretation of natural phenomena, and for familiarity with the application of principles in other subjects of study. Quantitative work, involving many of the principles previously studied.

Methods of teaching physics, with practice in their application; usefulness and value of the subject as an instrument of education

Chemistry, 4. — Qualitative laboratory study of the chemistry of air, fire, water; alkalies, acids and salts; metals and alloys; bleaching, dyeing and foods Methods of investigation, condition of success, ways of recording results, use of reference library, and how to teach the subject.

* The figure indicates the number of lessons a week in the study.

MINERALS, 2. — Minerals, rocks and soils, — their properties, uses, varieties and classification. Laboratory exercises, to teach the method of determining the physical and chemical properties of mineral substances. Field work and individual collections to familiarize students with the material to be used in schools. Class discussions, recitations and teaching exercises, to sift the facts, emphasize the essentials, show meaning and value of minerals in nature and life, and exhibit good teaching of the subject.

Each student is furnished with needed appliances and with specimens of each of the minerals studied. *Maximum work.* — Laboratory exercises, to teach the method of analyzing minerals by blow pipe and chemical tests.

English 1., 2 — The study of the word: language defined; what language includes; orthoepy; orthography; etymology; diction — good use, purity, propriety, precision, strength, harmony. Development of power of literary expression. The analysis of language to show what it is; what it includes; modes of using language. Elementary composition. Elementary grammar, to teach how to train pupils in the use of language in school work

Manual Arts, 4. — The laws underlying art expression; order and unity as manifested in balanced, rhythmic and harmonious arrangements. Elementary exercises in construction, enrichment and pictorial effects Technique of the crayon, brush and pencil

Vocal Music, 4 — The principles of musical expression and their application, including right use of the voice, individual sight singing, some study of musical form, musical history and biography, — all considered with relation to grade work. Each student conducts class exercises.

Physical Training, 2. — In the gymnasium. Practical talks on personal hygiene. Instruction and drill in the fundamental principles of gymnastics, æsthetic work and basket ball. Arrangements are made for the gymnasium dress. Students are requested not to buy shoes until their feet have been tested

FIRST YEAR, SECOND TERM. — JUNIOR 2.

Mathematics. ARITHMETIC, 5 — The analysis of the subject, to show what parts shall be used in teaching. The study of the principles of the system of numbers, the expression, operations upon and relations of numbers, and the method of laying out and teaching the subject in primary and grammar grades. Study of the applications of arithmetic, commercial papers and mensuration, for the method of teaching Each student conducts class exercises.

ELEMENTARY ALGEBRA, 4. — The analysis of the subject to show what it includes. Notation, numerical processes, and the use of the processes in simple equations, for the principles of the subject and for the method of laying out lessons and teaching the subjects. Its relation to arithmetic. Each student conducts class exercises.

Science. PHYSIOLOGY AND HYGIENE, 3. — The human body as a whole, its external and structural parts, the general plan and building materials of the body, and the different systems, — digestive, absorbent, circulatory, respiratory, secretory, excretory, osseous, muscular, and nervous The anatomy, physiology and hygiene of the various systems.

The subject is taught by the aid of a human skeleton, a life-sized manikin, specimens of the internal organs, and the dissection of specimens from the lower animals The various tissues of the body are studied by microscopic sections and lantern slides. Students prepare and conduct class exercises

English. VOCAL CULTURE AND READING, 2. — Study of the processes of thought and feeling, and their relation to natural modulations of the voice in reading and speaking. The body as an agent of expression, — correct carriage and breathing Essential qualities of tone Technical training of the voice for teaching.

ENGLISH II., 4. *Secondary course in grammar.* — The analysis of the subject. The sentence and its parts; classes of words in a sentence, or parts of speech; kinds and parts of sentences; analysis of sentences, for the principles of construction, and the method of arranging lessons and teaching in different grades. Students conduct class exercises.

Manual Arts, 4. — Pictorial effects, — value and perspective in composition. Construction and enrichment, — study of one of the industries.

Physical Training, 2. — On the basis of the Ling system. (1) Practical work in the gymnasium; squad drills conducted by students. (2) Study of the principles of educational gymnastics, and their application in the Ling system.

Observation in the Model School, 2.

SECOND YEAR, THIRD TERM. — SENIOR 1.

Mathematics. BOOK-KEEPING, 1. — Exchange of property; accounts, single and double entry, for the principles and method of teaching

Science. BOTANY, 2. — Laboratory exercises on the method of teaching: (1) how plants grow; (2) parts of plants, their structure, function and adaptation; (3) the range of plant forms, from the simplest types to the complex; (4) the principles of grouping plants into families, analyzing plants and arranging an herbarium. Uses of plants: application to geography.

Zoölogy, 3. — Laboratory and field exercises, to teach the method of studying and teaching animals, — their habits, parts (structure and function), development and adaptations. Special emphasis on insects, birds and domestic animals, in preparation for the course of nature study in the grades. Application to the study of geography. *Maximum Work.* — More extended study of marine life, microscopic examination of minute parts, general summary of animal kingdom.

Physiography, 4 (for a half term). — Laboratory exercises and field work, for the agencies producing changes in the crust of the earth, with special reference to teaching physical geography. Method of deriving theories of the structure of the earth, with emphasis on local geology. Each student has his place at the tables, analyzes rocks and soils, makes collections and prepares class exercises.

Geography, 4 (for a half term). — A study of man's physical and social environment as determining his activities and development. The following lines of work are taken: —

(1) The earth as a planet, for underlying principles of astronomical geography, including the effects of the earth's rotation and revolution. (2) The atmosphere, for the great laws of climate. (3) The ocean as a modifier of continents and climate and as a great commercial highway. (4) The evolution of topographic forms, and the uses which man makes of them, with the qualities which render them thus useful. (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations. (6) Locational geography, to fix important facts of location for general intelligence. (7) Field work and laboratory exercises for the practical application of principles learned. (8) The preparation of materials and exercises for teaching. (9) Practice in conducting class exercises. (10) The study of a graded course in geography, to determine its adaptation to practical school work.

An excellent electric lantern with a good collection of slides is extensively used for illustrative purposes Numerous books, pictures, maps, charts and instruments are constantly accessible to the student.

Physical Training, 2. — (1) Practical work in the gymnasium; squad and class drills conducted by students. (2) Study of the principles and applications of educational gymnastics, with special attention to the effects of gymnastic exercises. (3) Emergency lessons, — checking the flow of blood, resuscitation, transportation.

English. Vocal Culture and Reading, 3. — Relation of words, ideas and thought to expression. Development of unity and ease in the body. Elements of English speech. Study of articulation and pronunciation with special reference to teaching.

English III., 3. — A wide course of individual reading; careful study of selected works. Full discussion and frequent themes; practice in speaking and writing in many ways.

Composition: development of literary sense; development of appreciation of a piece of English; development of the power of literary expression; unity, mass, coherence, in sentence, paragraph, chapter: description, narration, exposition, argumentation.

Manual Arts, 3. — Construction and enrichment, — study of one of the industries. Course in woodworking in the industrial laboratory.

History and Civil Government, 4 — A study of the development of English institutions, for the purpose of finding the principles on which United States history is based. Development of the constitutional government of Massachusetts and of the United States. The work is conducted in the library of history, to teach how to use a library. Use of lantern slides.

Preparation of maps and tables, use of pictures and study of sources of history. Practice in conducting drill exercises and discussions.

Arrangement of a graded course of study.

Observation in the model school. Child study, 2.

SECOND YEAR, FOURTH TERM. — SENIOR 2.

Science. Geography, 4 (for a half term). — See course in previous term.

Nature Study, 2. — Preparation of a course of lessons on nature study and elementary science, in connection with the work in the training department Field lessons. Plan and conduct of the school garden.

English. Vocal Culture and Reading, 3. — Study of rhythmic elements in speech. Character and function of voice modulations. Expressive action of the body. Relation of faults of voice to faults of speech and their correction.

English Literature, 5 (for a half term). — History of the English language. Poetry, — simple types of narrative, emotional, and reflective poems; more elaborate poetical works. Prose, — essays of Bacon, Addison, Lamb, Macaulay. Characteristics of thought and diction, with biography of authors and collateral reading, as a basis for the study of literature in the different grades of schools.

The Study of Man, 10. — A study of the structure, function and normal action of the human body, in preparation for the study of the mind.

A study of the mind in its three-fold activity of thought, feeling and will, through the observation of its activity in self and in other minds, and by hearing and reading the testimony of other observers of mind, for the purpose of deriving the principles of education and applying them in the lives of pupils.

KINDERGARTEN.

BIOLOGICAL LABORATORY NO. 1.

A study of the principles of education derived from the study of man. A study of the art of teaching in the requisites for directing the unfolding and perfecting of the lives of pupils, — knowledge of human nature, the individual pupil, the subject, selection and arrangement of subject-matter; the presentation of truth; the motives to study; study by the pupil; examination of pupils; object and method of criticism; the teacher's preparation. A study of the course of studies and of the method of teaching the studies in the course, and practice in teaching.

A study of school organization, to find what it is to organize a school. Advantages of a good organization; opening of the school; classification of the school; distribution of studies; arrangement of the exercises; provisions relating to order.

A study of school government, to find what government is and what government requires in the governor and in the subject; what school government is, the teacher's right to govern, and the end of school government; the motives to be used in school government, and the method of their application.

School Laws of Massachusetts. History of Education, 2.

Observation and practice in the model school.

Physical Training, 2. — (1) Practical work in the gymnasium; class drills conducted by students. (2) Study of the principles and applications of educational gymnastics, with special attention to teaching under public school conditions; observation of children and practice in teaching them.

THIRD YEAR.

The range of acquirements demanded of graduates from the elementary course is so wide, and the amount of work required is consequently so large, that many students find it impracticable to complete the course in two years. In some cases it is necessary, and in most cases desirable, to extend the course over five or six terms. This extension of time gives increased opportunity for practice in teaching, and enables the student to do more thoroughly all the work of the course.

RANGE OF STUDIES IN THE REGULAR COURSE.

[Including maximum work in subjects of elementary course.]

FIRST YEAR, FIRST TERM. — CLASS D.

Mathematics. GEOMETRY, 5. — Outline in elementary course.

Language. FRENCH, 5. — The object in this study is to understand, speak and teach the language. Practice in teaching. *Minimum.* —

Pronunciation. Essentials of grammar. Reproduction. Reading of about fifty stories. *Maximum.* — Reading of *Les Trois Mousquetaires.* Conversation. Ear practice.

English I., 4. Vocal Culture, 2. See elementary course.

Vocal Music, 4. Manual Arts, 4. See elementary course.

Physical Training, 2.

FIRST YEAR, SECOND TERM. — CLASS D.

Mathematics. Algebra, 4. — Outline in elementary course.

Sciences. Physics, 4. — Qualitative work of the elementary course; more extended quantitative work than in that course in general measurements and in the mechanics of solids and gases; graphical expression of results; application of principles in solution of problems; practice in the original preparation and presentation of subjects.

Chemistry, 4. — Outline in elementary course.

Minerals, 4. — Expansion of outline in elementary course. Principles of classification. Determination of minerals.

Language. French, 5. — *Minimum.* — Essentials of grammar finished. Reproduction. Reading of *Madame Thérèse.* Conversation. Ear practice. *Maximum.* — Finish *Les Trois Mousquetaires;* explain in French what is read. Reading of *Le Cid;* conversation on the text read.

Manual Arts, 2. Pictorial effects, — value and perspective in composition.

Physical Training, 2. — In the gymnasium.

SECOND YEAR, THIRD TERM. — CLASS C.

Mathematics. Arithmetic, 5. — Outline in elementary course.

Science. Geography, 4. — Outline in elementary course.

Language. English II., 4. — Outline in elementary course.

Vocal Culture and Reading, 2. — Outline in third term, elementary course.

Latin, 5. — The object in this study is to acquire the ability to understand, read and teach the language. *Minimum* (for those who have not had the classical high school course). — First Latin book. Method of teaching; inflections and syntax; practice in teaching. *Maximum* (for those who have had the classical high school course). — Etymology and derivation. Reproduction, composition, and drill on inflections and syntax, as far as necessary; practice in teaching and in conducting class exercises throughout the course. Cicero, — *Epistolæ* and *De Officiis.*

Manual Arts, 4. — Construction and enrichment of objects, — the study of one of the industries

Physical Training, 2. — Outline in second term, elementary course.

Observation in model school, 2.

SECOND YEAR, FOURTH TERM. — CLASS C.

Mathematics. BOOK-KEEPING, 2. — Outline in elementary course.

Science. PHYSIOLOGY, 2. BOTANY, 2. GEOGRAPHY, 3. — Outlines in elementary course.

Language. ENGLISH III., 3. — Outline in elementary course.

LATIN, 4 — *Minimum.* — Cæsar. *Maximum.* — Livy; Plautus. Syntax of verb; reproduction; composition.

History and Civil Government, 5. — Outline in elementary course.

Manual Arts, 4. — Construction and enrichment, — study of one of the industries. Pictorial effects, — out-door sketching for pictorial composition.

Physical Training, 2. — In the gymnasium.

THIRD YEAR, FIFTH TERM. — CLASS B.

Mathematics. SOLID GEOMETRY, 4 (for a half term). — Original demonstrations; problems in application of principles. Methods of teaching, practice in using them.

ALGEBRA, 4 (for a half term). — Quadratics; permutations and combinations; progression; higher series; use of undetermined coefficients; binomial theorem; logarithms. Practice in conducting class exercises.

Science. PHYSICS, 5. — Quantitative study of important principles in acoustics, optics, heat, magnetism and electricity; application of principles in solution of problems; laying out of subjects, preparation of apparatus, and teaching by pupils; collateral reading of and acquaintance with some of the best books on physics

ZOÖLOGY, 4 — Laboratory study of animal types; variations of each, with its adaptations to environment; plans of development and classifications; special application to teaching.

Language. LATIN, 4. — *Minimum.* — Vergil. *Maximum.* — Quintilian, Horace. Review grammar; reproduction; composition. Method of teaching Cæsar, Cicero, and Vergil.

GERMAN, 5. — Object: to pronounce correctly, to be able to understand ordinary German when seen on the printed page and when spoken, and to speak it. Method: alphabet, essentials of grammar as far as reflective verb, much reading, reproducing and listening to reading, conversation; practice German script.

VOCAL CULTURE AND READING, 3. — Outline in third term, elementary course. ENGLISH LITERATURE, 4. — Outline in fourth term, elementary course.

Physical Training, 2. — In the gymnasium. Child study from a gymnastic point of view, and practical application of gymnastic theory to school room conditions.

THIRD YEAR, SIXTH TERM. — CLASS B.

Science. CHEMISTRY, 5. — *Qualitative Analysis*, to learn to organize chemical facts for a practical purpose, and to gain breadth of chemical knowledge and mastery of laboratory technique.

Study and identification of basic ions and acidic ions, and complete analysis of substances unknown to the student. Use of standard reference books.

Chemical Theory. Study of standard works for an acquaintance with current theories of chemistry; abstracts; charts; and class exercises for clear exposition and application. Verification in the qualitative analysis.

Determinative Mineralogy. (Maximum.) Analysis of the less common minerals in the laboratory, using Brush's Manual as the guide.

Language. GREEK, 5. — Object: to lay a good foundation for the study or teaching of Greek; to be able to analyze understandingly technical terms used in science. Alphabet, inflection, exercises, reproduction, translation of the Anabasis.

GERMAN, 5. — Finish grammar; read 150 pages of German literature. Ear practice, conversation, story telling.

Manual Arts, 4. — Construction and enrichment in leather or metal work. Pictorial effects, — out-of-door sketching and pictorial composition.

General History, 5. — The principles of historical development, as derived from the study of the progressive development of human society, — Oriental, Classic and Teutonic nations. Use of the historical library in the preparation of abstracts of topics for teaching; these form the basis of class discussion. Preparation of outlines, comparative maps and tables of time; plans for school exercises; practice in conducting discussions; use of historical pictures.

Physical Training, 2. — In the gymnasium.

Model School, 4.

FOURTH YEAR, SEVENTH TERM. — CLASS A.

The Study of Man, 10. — Outline in elementary course

School Laws of Massachusetts. Physical Training, 2. — In the gymnasium. Conducting of class exercises.

Practice in the model school, afternoons.

Zoölogy, 5 (elective). — Observation and record of life histories among insects begun. Use of microscopical appliances and preparation of permanent mounts for the microscope.

FOURTH YEAR, EIGHTH TERM. — CLASS A.

Mathematics. TRIGONOMETRY, 3. — Plane and spherical. ANALYTICAL GEOMETRY, 3. — Plane.

Science. BOTANY, 4. — Cryptogamic botany, — microscopic study of selected types in each division of the flowerless plants, for acquaintance with existing forms, to trace the advance in vegetative structure and in modes of reproduction, and to recognize the relations of higher and lower plants. Structural botany, — microscopic study of the vegetable cell and its products; tissues and tissue systems; structure of typical plants and of the parts of higher plants.

In all parts of the work constant practice in such preparation and manipulation of materials and apparatus as is necessary in teaching; use of results of study for purposes of instruction.

ZOÖLOGY, 4. — Completion of life history studies. Some branches of the fauna of a limited area studied and recorded.

GEOLOGY, 4. — Laboratory study of rocks and fossils of different periods, field work on the local geology of the State, reading of the best authorities; preparation of maps and of other material for teaching.

ASTRONOMY, 5. — A study of the phenomena of the heavenly bodies; their form, size, location, motions, effects of their motions and the causes of the phenomena. Students have the aid of a telescope, with four-inch object glass, in this study.

CHEMISTRY, 5. — *Quantitative Analysis.* Study of the balance, adjustment of weight ratios, gravimetric analysis. Calibration of measuring vessels, volumetric analysis. Water analysis (maximum).

Language. ENGLISH LITERATURE, 4. — The periods into which the English language and literature are divided. The historical characteristics of each period; changes which have taken place in the language; the classes of literature most prominent in each period, and the representative authors; the lives of the authors, to discover their relation to their times; the works which best illustrate each author, for qualities of thought and expression. Collateral reading by each pupil of selected standard literature.

VOCAL CULTURE AND READING, 3. — Study of literary spirit and various literary forms in relation to expression. Criticism of individual limitations. Teaching, method of work, reading Shakespeare.

History of Education. EDUCATIONAL FOUNDATIONS, 2. — The development of educational principles is traced from early times to the present, through a study of institutions, methods and great leaders. History of educational development in England, United States and Massachusetts. The library method of study is used in this subject.

History of Art, 2. — A chronological study of Art Epochs, giving more particular attention to Greek art of the fifth century and Italian art of the sixteenth century. The study is from the æsthetic and interpretive rather than the historic and technic points of view.

Model School, 2. CHILD STUDY.

Physical Training, 2. — In the gymnasium. Conducting of class exercises.

SYNOPSIS OF ELEMENTARY COURSE.

[Figures indicate number of periods per week.]

FIRST YEAR.

FIRST TERM, JUNIOR 1.	SECOND TERM, JUNIOR 2.
Geometry, 4.	Algebra, 4.
Chemistry, 4.	Arithmetic, 5.
Physics, 4.	Physiology, 3.
Mineralogy, 2.	English II., 4.
Manual Arts, 4.	Manual Arts, 4.
English I., 2.	Vocal Culture, 2.
Vocal Music, 4.	Observation in Model School, 2.
Gymnastics, 2.	Gymnastics, 2.

SECOND YEAR.

THIRD TERM, SENIOR 1.	FOURTH TERM, SENIOR 2.
Book-keeping, 1.	Geography (half term), 4.
Botany, 2.	Nature Study, 2.
Zoölogy, 3.	Reading, 3.
Physiography (half term), 4.	English Literature (half term), 5.
Geography (half term), 4.	The Study of Man, School Laws, 10.
English III., 3.	History of Education, 2.
Manual Arts, 3.	Teaching in Model School, alternate, three weeks, 15.
Reading, 3.	Gymnastics, 2.
Observation in Model School, 2.	
History, 4.	
Gymnastics, 2.	

Synopsis of Regular Course.

FIRST YEAR. — CLASS D.

First Term.	Second Term.
Geometry, 5.	Algebra, 4.
French, 5.	French, 5.
English I., 4.	Chemistry, 4.
Manual Arts, 4.	Physics, 4.
Vocal Music, 4.	Mineralogy, 4.
Vocal Culture, 2.	Manual Arts, 2.
Gymnastics, 2.	Gymnastics, 2.

SECOND YEAR. — CLASS C.

Third Term.	Fourth Term.
Arithmetic, 5.	Latin, 4.
Latin, 5.	English III., 3.
English II., 4.	Geography, Physiology, 5.
Manual Arts, 4.	Civil Government, 5.
Reading, 2.	Botany, 2.
Geography, 4.	*Manual Arts*, 4.
Model School Obs., 2.	Book-keeping, 2.
Gymnastics, 2.	Gymnastics, 2.

THIRD YEAR. — CLASS B.

Fifth Term.	Sixth Term.
Mathematics, 4.	*Chemistry*, 5.
Latin, 4.	*Manual Arts*, 4.
German, 5.	*History*, 5.
Physics, 5.	*German*, 5.
Zoölogy, 4.	*Greek*, 5.
Reading, 3.	Model School, 4.
English Literature, 4.	Gymnastics, 2.
Gymnastics, 2.	

FOURTH YEAR. — CLASS A.

Seventh Term.	Eighth Term.
The Study of Man, School Laws, 10.	*Mathematics*, 6.
Zoölogy, 5.	*Botany*, 4.
Model School, Afternoons.	*Geology*, 4.
Physical Training, 2.	*Zoölogy*, 4.
	Astronomy, 5.
	English Literature, 4.
	Reading, 3.
	History of Art, 2.
	History of Education, 2.
	Model School, 2.
	Physical Training, 2.

Note. — Italics, — electives; minimum, — twenty periods a week.

Laboratories and Libraries.

The institution has nine laboratories, furnished with the most approved modern appliances for teaching physical and natural sciences.

Physical Laboratories. — In the department of physics there are two laboratories. One is arranged for individual work at tables; the other, for demonstration purposes, with apparatus for projection.

Chemical Laboratories. — The department of chemistry has two laboratories. One, for the elementary course, is arranged for individual work at tables, and has a teacher's chemical table, with seats for the class, thus combining laboratory and class room; the other, for analytical work, qualitative and quantitative, is arranged for work at tables, with side tables for special work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

Mineralogical and Geological Laboratory. — This room is arranged for physical and chemical tests and for blow-pipe work. It is provided with three sets of mineral specimens: one set of working specimens, for use at the tables; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating the

GEOGRAPHY.

MINERALOGY AND GEOLOGY.

classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

Biological Laboratory. — The laboratory for the study of botany, zoölogy and physiology includes two rooms, arranged for individual work at tables. Each room contains three collections of typical specimens, — the working collection, the comparative collection and the classified collection. There is, also, a complete equipment for microscopic work. The aim is to make the collection of specimens found in the State of Massachusetts as complete as possible. Contributions are solicited and will be put to constant use.

Geographical Laboratory. — This laboratory is equipped with a thirty-six-inch globe, slated globes, individual globes, the latest and best physical and political maps for all grades of work, pictures classified for class use, models of the continents and of Massachusetts, modelling boards, productions in both raw and manufactured states. Projection apparatus is provided for all phases of the subject.

Industrial Laboratory. — This laboratory is furnished with thirty-three manual training benches, ninety-three sets of tools, closets for students' work, and special appliances, including a turning lathe with a circular saw and jig saw attachment.

The Drawing Rooms are furnished with adjustable drawing stands and with fine examples of casts and models for teaching in the various departments of drawing.

Library. — The school has a large and valuable library of reference books with topical card catalogues. In addition each department of the school has its own library of works devoted especially to the needs of the department.

PRINCIPLES OF THE SCHOOL.

The first distinctive principle of normal school work, — **The ultimate object of the normal school is to make the normal student as far as possible an educator.**

There stands before the company of pupils in every schoolroom a man or a woman to whom the eyes and hearts of all the children turn as their teacher. They live with the teacher, they measure the teacher, and gauge their action by what the teacher is to them. The teacher is the controlling force in the life of the school, — the guide, guardian, governor, exemplar, friend and educator of his pupils.

The teacher's personal relation to his pupils is most intimate. His personal appearance and bearing at once attract or repel. His personal habits are a constant help or hindrance to the formation of good habits in them. His thinking gives tone and coloring to their thought. His taste has much influence in forming their tastes. His moral character impresses itself upon their moral natures. His spirit is imbibed by them. The unspoken, unconscious influence of the teacher, which gives tone, quality and power to all his instruction, enters so deeply into the life of his pupils that his life affects their young lives with great power for good or evil.

Teaching is the subtle play of the teacher's life upon the pupil's life, to cause him to *know* what he would not acquire by himself; to *do* what he would not otherwise do; to *be* what he would not alone become.

Teaching is the condition for instruction, which is two-fold. On the part of the pupil, it is the building in of knowledge and power in himself by the right exertion of his powers. On the part of the instructor, it is the intelligent stimulation and direction of the activity of the learner, with a view to his education. The constant upbuilding of the pupil by instruction results in his education.

Education as a means, is the influence which the instructor exerts upon the pupil to bring him up into the state in which he will make the best use of all his power, physical and rational.

Education as an end, is the state in which the person makes the best use of himself.

Education in its widest meaning, includes all the influences which act upon the person to determine his character.

Second, — The normal pupil is a student teacher.

He is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, all the exercises of the school, from the point of view of the educator.

Third, — The normal student is to be educated for teaching.

He is to find the principles of education by the study of the action of the human body and mind, and is to be so trained in their application that he will be able to conduct the education of his pupils. The method of teaching is determined by these principles.

The teachers must know the powers which are common to men, how they are called into activity, and the products of their exertion, so that he may deal wisely with his pupils, taken collectively; and he must know the peculiarities of the individual pupil, that he may train him in the way in which he should go.

A course of studies is the means to the teaching and training which occasions the activity that causes the development of the man. The

course for this purpose is a series of subjects, logically progressive and adapted to the order of mental development

The course of studies in the normal school must include the subjects embraced in the public school curriculum. Subjects are studied in the public school as means to general culture. They are studied in the normal school as means to teaching. The student teacher must make a thorough analysis of each subject in the course of studies, and learn how to use it effectively in teaching. He must be master of the subject, that he may give his attention to the action of the pupil's mind as he teaches him.

THE METHOD.

The students are led through the educational study of each subject in the course, to learn why it should be studied, to obtain command of its principles, to ascertain its pedagogical value, and to learn how to use it in teaching.

The method of study and teaching is objective, inasmuch as the mind must acquire all its primary ideas from the objects of thought when they are distinctly present to the mind.

The method is analytic, inasmuch as the mind must begin its study of the object or subject as a whole, then proceed to the parts, and the relation of the parts.

The students are taught the method of acquiring knowledge of the object or subject by teaching them how to study the lesson at the time it is assigned, and requiring them to present to the class the results of their study, with criticism by the class and the teacher. After the presentation, the class is thoroughly questioned on all the important points in the lesson.

The students are taught the method of teaching a class in the subject by teaching them parts of the subject, and, after they have studied the lesson, by examining them upon their knowledge of the method by having them teach the class the same thing. When they have acquired the idea of the method by this imitative teaching, they are required to take another part of the subject, study it, prepare the apparatus and illustrations, and teach the class, with criticisms from the class and teacher. The students are also required to drill the class in the application of what has been taught, to examine them on what they have studied, and to do all kinds of class work. The students observe the teaching of the subjects by the regular teachers in the model school.

The presenting and teaching by the students requires thorough consideration of the lessons; the student must know the subject, its logical arrangement, and how to present and teach it, or fail. This training

gives the student command of himself, of the subject and of the class; it makes him self-reliant and develops his individuality.

Text-books are freely used for reference in the preparation of lessons. The committing of text-books to memory is avoided, the students being trained to depend upon the knowledge of the objects of thought as the basis of expression.

The class exercises, from the beginning of the course, are conducted upon the principles and by the method that has been indicated. The school is a normal training school in all its course.

After this teaching and training in the method of using subjects in teaching, the students learn the philosophy of their work by finding in the educational study of man the principles of education which underlie the method they have learned to use. With this preparation in their own class work the students go to their work in the model school.

THE MODEL SCHOOL.

The model school has a prominent place in the training of the students for their work in the public schools. Its purpose is to exemplify the mode of conducting a good public school, and to train the normal students in observing and teaching children. It is under the general supervision of the principal of the normal school, and the supervisor of training and child study gives her entire time to the direction of the observation and practice of the normal students in this school. It includes the kindergarten and the nine elementary grades of the public school of the centre of the town, and has thirteen teachers, — a principal and a regular teacher for each grade. The students after careful observation, to become acquainted with the children, serve as assistants, take charge of the class, and teach classes in different subjects.

There are definite courses in the study and observation of the hygienic conditions of the school-room, of the personal hygiene of the child, of the nature and development of children, and of all the details of school work in the different grades.

The last half of the normal course is used in part for this work in observation and practice.

DISCIPLINE.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is required; and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully to the known wishes of the faculty are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation in order

to induce the students to perform their duties faithfully. Faithful attention to duty is encouraged for its own sake, and not for the purpose of obtaining certain marks of credit.

REGULAR ATTENDANCE.

1. Regular and punctual attendance is required of every member of the school. The work to be accomplished is great, and the school year is short. The advantages of the school freely offered by the State to the students are expensive, and the State has a claim upon the student for the faithful use of them. No student can afford to lose a single school day, unless it is absolutely necessary that he should do it.

2. Students must not make arrangements involving absence from any school exercise without previously obtaining permission.

3. Students who are necessarily absent must give immediate notice to the principal.

4. Students must return punctually after any recess or vacation, and must continue until all are excused.

5. When a student finds it necessary to withdraw from the school, he must return the books and other property of the school and receive regular dismission; otherwise, he must not expect to receive any endorsement from the school.

GRADUATION, EMPLOYMENT.

The statute laws of Massachusetts require that teachers in the public schools of the State shall be "persons of competent ability and good morals," and that they shall have the power to teach and govern the schools. The candidate for graduation from the State normal school must therefore fulfil the following requisites: —

1. He must have competent ability, as shown by his personality.

2. He must have good morals.

3. He must have passed satisfactorily the examinations in the prescribed course of studies.

4 He must show the ability to teach and govern in his practice work in the model school.

Diplomas are given for the elementary, the intermediate, the regular, the kindergarten and special courses to those students who have satisfactorily met the conditions for graduation. Certificates are given to students who have done satisfactory work in the special courses for one year.

Text-books and Pecuniary Aid.

The use of text-books in all the studies is free.

The State makes an annual appropriation of four thousand dollars for the normal schools which is given to students from Massachusetts who are unable, without assistance, to meet all their expenses, and who stand well in their studies; but this aid is not furnished during the first half year of attendance, and it is not given to students from Bridgewater. "Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid."

RAILROAD TICKETS.

Students living on the line of the steam railroad and wishing to board at home, can obtain tickets for the term, if under eighteen years of age, at half season-ticket rates; if over eighteen, at season-ticket rates.

Scholarships for Graduates.

There are four scholarships in the scientific school at Harvard University for the benefit of normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the principal of the school from which they have graduated. These appointments may be annually renewed on the recommendation of the faculty of the scientific school.

Visitors and Correspondence.

The school is always open to the public. Parents and friends of the students, school committees, superintendents, teachers, and any others who are interested in seeing its method and work, are cordially invited

PHYSICAL LABORATORY.

DRAWING.

to come in at their convenience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

The normal school furnishes teachers for the schools that prepare pupils for the high schools, and the high schools prepare pupils for the normal schools. These schools are all parts of the system of public school education, and each one may say to the other, "I'm going your way, so let us go hand in hand. You help me, and I'll help you."

Superintendents of the schools may help the schools under their supervision, and principals of high schools may help their own pupils, by encouraging those graduates of high schools who have the aptitude and fitness for the work, to attend the normal school, and make special preparation for teaching.

The principal will be glad to receive from superintendents and other school officials copies of their reports, courses of study, and other documents of common interest, and will be pleased to reciprocate the favor.

Register of Graduates.

A record of the post-office address of each graduate, and what he is doing, is kept, that the principal may communicate with him promptly, and aid him to better positions. The graduates of the school are in quick demand. During recent years the majority of the graduating class were engaged to teach before they graduated, by superintendents and school committees who came to the school to see their work. The graduates find places according to their ability and experience.

Residence Halls.

Mrs. Ida A. Newell, Matron. Mrs. C. H. Bixby, Assistant Matron.
William S. Gordon, Engineer

The State has erected and furnished three pleasant and commodious halls, to accommodate teachers and students. The halls are under the charge of the principal.

Normal Hall includes the office, family rooms, reception and reading rooms, the dining room, work rooms, toilet and trunk rooms, and sixty-two residence rooms. The west wing of this Hall is occupied by young men.

Woodward Hall has sixteen large, well-lighted residence rooms, with toilet and trunk rooms.

Tillinghast Hall, a fine brick building, completed in August, 1896, is handsomely furnished, and contains thirty-seven residence rooms, with toilet and trunk rooms.

Two students occupy one room. Each room has two closets, is supplied with furniture, including mattress and pillows, heated by steam, lighted by gas and electricity, and thoroughly ventilated. The gentlemen's rooms are furnished with double beds, the ladies' rooms with single beds. No pains are spared to make the halls a home for the students. The reading room is supplied with newspapers, periodicals and books for the use of the students.

The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry and service. The aim is to make these expenses not more than eighty dollars a term for each young woman, and not more than eighty-five dollars a term for each young man. The young women take care of their rooms. These rates are made on the basis of two students occupying one room, and do not include board during the recess. An extra charge is made when a student has a room to himself. This arrangement can be made when the rooms are not all taken.

The price of board for a period less than one quarter, or ten weeks, is four dollars and twenty-five cents per week. No deduction in the price of board is made for an absence less than one week.

In the assignment of rooms precedence is given to those who have been longest in the school. Tillinghast Hall is occupied chiefly by senior students. The assignment of rooms to students in the school is made just before the close of the spring term.

PAYMENTS.

Forty dollars is to be paid by each young woman, and forty-two and one-half dollars by each young man, at the beginning of the term; and the same amount by each at the end of ten weeks from the beginning of each term. These payments are required to be strictly in advance. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices.

WOODWARD HALL.

TILLINGHAST HALL.

FURNISHINGS.

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes-bag. The young women will adapt their bedding to single beds, the young men to double beds. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name.

WHAT THE SCHOOL OFFERS.

It invites students to a plant costing $500,000, in one of the pleasantest locations and having one of the best-equipped school buildings in the country.

Its grounds include a square of nearly four acres, on which are the buildings, a beautiful park of six acres, a fine chestnut grove of one-half acre, and an athletic field of two acres

It has nine laboratories, scientific and industrial, furnished with modern appliances and superior collections of specimens for class use.

It has a library of 9,000 volumes distributed in the different departments.

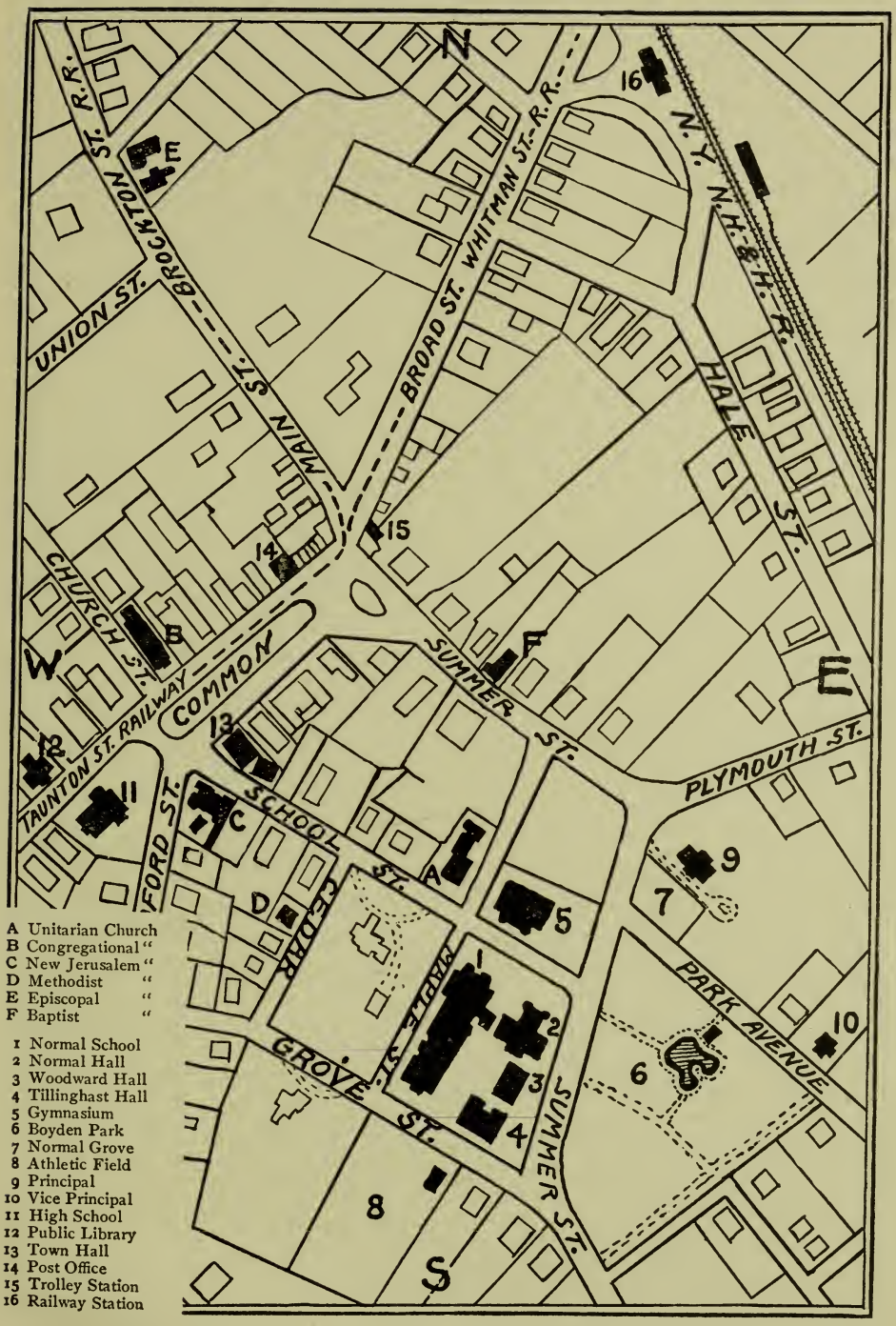
It offers five courses of study, the product of sixty-five years of experience.

It has a practice school of nine grades and a kindergarten. Tuition and use of text-books are free.

It provides for good living at the minimum cost It has three pleasant, commodious residence halls, furnished, heated by steam, lighted by electricity, and well ventilated. Rent of rooms and use of furniture are free. Board, including table board, heating, lighting, laundry, and service, is furnished at wholesale cost price.

It offers pecuniary aid to students who are unable to meet their expenses and who stand well in their studies.

It has a first-class, modern gymnasium.


UNION ST.
BROCKTON ST. R.R.
MAIN ST.
BROAD ST.
WHITMAN ST. R.R.
N.Y. N.H. & H. R.R.
HALE ST.
CHURCH ST.
COMMON
TAUNTON ST. RAILWAY
SUMMER ST.
PLYMOUTH ST.
FORD ST.
SCHOOL ST.
CEDAR
MAPLE ST.
GROVE ST.
PARK AVENUE
SUMMER ST.
A Unitarian Church
B Congregational "
C New Jerusalem "
D Methodist "
E Episcopal "
F Baptist "
1 Normal School
2 Normal Hall
3 Woodward Hall
4 Tillinghast Hall
5 Gymnasium
6 Boyden Park
7 Normal Grove
8 Athletic Field
9 Principal
10 Vice Principal
11 High School
12 Public Library
13 Town Hall
14 Post Office
15 Trolley Station
16 Railway Station